

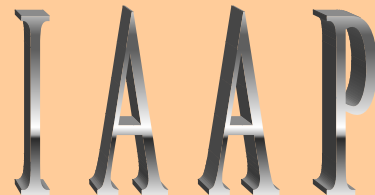
Division 16: Counseling Psychology

Newsletter

International Association of Applied Psychology

Volume 5, Issue 8

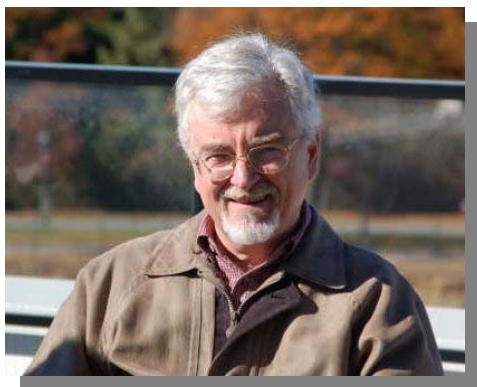
Spring 2009

The logo for the International Association of Applied Psychology (IAAP) is displayed in a large, bold, serif font. The letters are a dark grey color with a subtle 3D effect, giving them a metallic or embossed appearance. The letters are centered horizontally and vertically within a large, solid orange rectangular area.

Division 16 Counseling Psychology of IAAP was established in 2002. “Its primary mission is to provide a unique forum for international communication and collaboration among people who are dedicated to promote innovative research and excellent practice in counselling psychology”. (Mark Savickas, June 2004).

Newsletter

Division of Counseling Psychology of the *International Association of Applied Psychology*



Message from the President

Richard A. Young, EdD, RPsych
President, Division of Counselling Psychology, IAAP
University of British Columbia, Canada

Dear IAAP Division 16 Members

The preparations for the International Congress of Applied Psychology to be held in Melbourne, Australia are well underway. Our Division Program Chair, Puncky Heppner, and I have highlighted some of the features of the Congress in a letter that is part of this Newsletter. I hope you will read it and consider attending. The deadline for proposals is fast approaching. If you would like to participate in the Congress, you should consider acting on it sooner rather than later. If you would like a pdf file of this letter, with pictures of Australia, which you can circulate to your respective networks, please contact me at the address below.

The Division's program at the Melbourne Congress will highlight two state-of-the-art addresses, one on counselling psychology and the other on vocational psychology, among a range of other significant events and presentation. I hope that we, as a Division, can take up the themes identified by Mark Savickas (2007) in internationalizing counselling psychology. Specifically, he identified defining counselling psychology from an international perspective, crystallizing a cross-national professional identity, encouraging indigenous models, methods, and materials, and promoting international collaboration. These are challenging and important tasks for our field in the global context. My vision is that we would have

symposia and other presentations at the Melbourne Congress addressing all of these topics in one way or another. I know in Canada the Counselling Psychology Section of the Canadian Psychological Association has had a task force working on a definition of counselling psychology for its national context. This and similar efforts in other countries are the basis for ultimately developing a cross-national definition of our field. I encourage you to consider one or more of these themes as you consider your participation in the Congress. Also please send me your recommendations or ideas for our program at the Congress.

Also in this issue of the Newsletter is the call for nominations for the Division's 2010 Award for Distinguished Contributions to International Counseling Psychology. Please consult the announcement and consider nominating the person is most deserving of this award. Dr. Paul Pedersen received this Divisional Award at the 2006 IAAP Congress in Athens.

Best wishes
Richard Young

Reference

Savickas, M. L. (2007). Internationalisation of counseling psychology: Constructing cross-national consensus and collaboration. *Applied Psychology: An International Review*, 56, 1182-188.

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Call for Nominations

**for The Division of Counseling Psychology of IAAP
for the 2010 Award for Distinguished Contribution to
International Counseling Psychology**

The Division of Counseling Psychology of the International Association of Applied Psychology (IAAP) is seeking nominations for the 2010 Award for Distinguished Contributions to International Counseling Psychology. This award recognizes distinguished and lifetime contributions to the advancement of international perspectives and research in Counseling Psychology. The focus of these contributions can be either in the candidate's home country (e.g., serving as an advocate for internationalizing counseling psychology in one's country), across multiple countries, or through various international associations or journals. Candidates may be from any country. Recipients of the award will be featured in the Division Newsletter and honoured at the subsequent International Congress of Applied Psychology.

Nominations should include:

- A supporting statement (500 words)
- A current vita
- A list of relevant publications
- Letters of support from three people familiar with the nominee's relevant contributions

Nominations will be reviewed by an Awards Committee appointed by the President. Nominations and supporting materials should be sent to the Chair of the Awards Committee:

Prof. Dr. Raoul Van Esbroeck
Gewoon Hoogleraar
Faculteit PE, Vakgroep EDWE
Vrije Universiteit Brussel
Pleinlaan, 2, 1050 Brussel, Belgium
e-mail: rvesbroe@vub.ac.be

The deadline for submission is July 1, 2009.

Counselling in Italy

by Professor Dr. Paolo Valerio
University of Naples, Italy

COUNSELLING IN ITALY

The origins of counselling in Italy can be traced back to the beginnings of welfare services in the early 1920s. A report by the CISS (Italian Committee for Social Services) reveals how the first welfare initiatives date back to the early post-war period and, in particular, to 1929 (Margarone, 1994). Many decades passed before the activities that would now be considered as counselling could be firmly distinguished from the starting point provided by welfare services, and this took place largely due to the big contribution made by the arrival in Italy of theories from Britain and the United States.

Indeed, it was only in the 1970s that schools and institutes began to train professionals with skills in counselling. Beginning from the early 1980s, the psychology of counselling underwent further development due to a greater awareness of the problems of adolescents and young people. (Ammaniti, Novelletto, 1986). The first detailed review of organisational models of counselling services for adolescents to appear in Italy was carried out by Melucci and Fabbrini in 1991, based on comparison with similar experiences in Britain and the United States.

Although counselling has become increasingly well established in Italy, it is still a poorly recognized profession, and there is still some confusion about defining the objectives that characterise it; confirmation of this is provided by the difficulty of finding suitable Italian translations for the terms "counsellor" and "counselling".

Several authors have recently tried to clarify the situation by searching for a definition of counselling within the specific field in which they were working. Several passages appear to be particularly revealing with regard to the continuing state of confusion: *'The support interview is a method that can be applied to counselling'* (Mucchielli 2006); *'Counselling consists in knowing how to respond to and comprehend the patient's requests, his expectations, his problems in making choices and decisions, his states of mind, his problems in trying to analyse them and trying to interpret the main underlying reason in order to give answers which are valid as explanations, help and guidance'* (Gallini 1989); *'We use the term "counselling" whenever the doctor, both willingly and consciously, chooses to intervene in the decision-making process of the patient in order to carry out a change... Counselling implies strategic communicative behaviour aimed not so much at creating modifications as making them possible'* (Berti and Quadrino 1989); *'When one talks of educational processes in a general sense, as far as counselling is concerned, one refers not only to the use of information but especially to the search for meaningful solutions of a kind which, for the patient, fall within types of behaviour that are somehow motivated by value judgements. When one refers to therapeutic processes in a broad sense, it should be recognized that the use of counselling is nevertheless a dynamic process aimed at bringing about a change, an adaptation, a solution and that the helping relationship, by virtue of its existence, is itself a therapy whose instrument (the relationship) is of an importance that can be considered a form of psychotherapy'* (Masellis 1994). As a result of these kinds of statements, the situation is at a point where many different forms of treatment (due either to their context or their structuring) are proposed as 'the' definition of counselling for the whole Italian context.

Indeed, similar attempts to find definitions reveal that there is little agreement about the use of the term in Italy:

the term 'counselling' embraces... a wide range of different forms of treatment and, if used in an adjectival sense (as a 'counselling skill'), can include precisely that capacity to broaden understanding of active dynamic processes in every interaction ... which constitutes a useful complement to the formative background of large categories of professional practitioners. At another extreme, however, counselling (defined as psychological, psychodynamic or psychotherapeutic counselling) envisages clinical treatment, within a specific and agreed setting, designed to help individuals who are in difficulty or who want to further their understanding of their psychological make-up in certain areas or at certain moments of their lives. While it forms a part of the routine of many professionals and new territory in psychology, counselling is, nevertheless, a term still in search of a definition which appears to be inseparable from a demarcation of internal and external boundaries (Adamo and Valerio 1997).

Simultaneously, however, counselling is being used increasingly within the Italian State Health Service. There seem to be three principal reasons for this (Vitelli et al. 1997):

1. the identification of counselling as a form of brief treatment has led many workers to consider it as the answer to the problem of reconciling limited therapeutic resources with an increasing demand for help;
2. the increasing correspondence between interest in counselling and the greater number of psychologists;
3. the fact that, at a time when attempts are being made to give a more precise definition of professional identity and to offer educational paths for psychologists and psychotherapists, counselling seems to represent an area of treatment that is open to everyone and able to be performed by anyone, due to the insufficient definition of the people who can practise it and the steps by which one can learn how to practise it.

Italy therefore seems to be characterized by a situation in which a number of professionals, such as social workers, clinical psychologists and doctors, all of whom already work within specific institutions, tend to acquire counselling skills that are subsequently used in their respective fields. However, these same professionals very often tend to provide services which, even if not specifically defined as 'counselling treatment', appear, in reality, to coincide with what the British Association for Counselling intends by the term (BAC 1985).

More recently, our centre has attempted to offer a new definition of counselling, describing it as *"clinical treatment which is provided within a precise and agreed setting and is aimed at individuals who are experiencing problems or who desire to gain a better understanding of their psychic functioning in specific areas or at specific moments of their lives"* (Valerio, 2001).

It should be emphasized that these numerous definitions correspond to various forms of treatment that may differ methodologically. Centres that provide counselling currently refer mainly to three theoretical models: as well as the psychodynamic model (Valerio, 2001), there is also a humanistic model (Rogers, 1971) and a cognitive behavioural model (Fulcheri, 2005).

The above discussion shows that in Italy, as in Britain and the United States, it is possible to find a fair degree of tolerance with regard to the possibility that psychologists with different

academic backgrounds and qualifications can carry out counselling. This is possible because counselling in Italy is not strictly regulated (there is no specific legislation concerning it), although this situation is now changing. The issue is still controversial. There are certain training courses in counselling that are open to various different professionals; this is still the case despite criticism from the Italian Council of Psychologists, even though the guidelines of the S.I.Co., the Italian Society for Counselling (www.sicoitalia.it), in line with the E.A.C., European Association of Counselling (www.eacnet.org), define the counsellor as someone who has received specific training, not necessarily a psychologist.

COUNSELLING ASSOCIATIONS

In Italy, S.I.Co, the Italian Society for Counselling was the first association to outline the identity, work setting, rights, ethics and deontology of Counselling, to recognise it as a profession, suggesting a private register of counsellors, while in Europe the main representative body is the E.A.C., the European Association for Counselling.

Among the training courses for gaining the qualification of counsellor, it is worth underlining the idea of EM Consulting (www.emconsulting.it) to create a training course in Neurolinguistic Programming (PNL) – COUNSELLING. This project derives from the idea that Neurolinguistic Programming contains within it the assumptions, beliefs, values and approach to the problem and the client/patient. EM Consulting suggests supplementing the PNL models with the skills of the counsellor in the various specialised fields of application; it also proposes an innovative approach that takes tools, values and skills from a range of theoretical models (Strategic Communication, Ericksonian Hypnosis, Transactional Analysis and Person-centred Counselling).

Another important association is “A.S.P.I.C. Association for Counselling and Culture” (www.aspic.it), founded in Rome in 1994, which proposes developing cultural activities through training courses, refresher courses and mini-training sessions. The operational sectors regard training, psychodiagnosis, poetry, music, art for self-understanding, the creative workshop, listening centre, psychodrama, gay counselling, lesbian counselling, relationship development, and other relaxation techniques such as Shiatsu, postural reinforcement, homeopathy and natural biotherapies.

A.S.P.I.C., the European School of Professional Counselling, was founded in 2001 and has two bodies: the Scientific Commission (whose task is to promote scientific research and studies and applications regarding the main founding principles, the methodologies of approach and techniques of intervention in the psycho-socio-pedagogical field). and the Teaching Commission (which is concerned with coordinating and preparing study programmes for members-students undergoing training).

Another important organisation worth mentioning is the Italian Coordinating Body of Professional Counsellors (C.N.C.P.), (www.conacop.it), a professional and scientific research association with the following social aims:

- a) developing the profession by promoting quality both in Italy and internationally through studies and research about counselling;
- b) organising and sponsoring seminars, lectures and conferences to further studies about, and to promote, counselling;
- c) promoting the continuous education of members both by organising activities related to the aims of the association and by supporting cultural exchanges and continuous education programmes in Italy and abroad;

d) increasing awareness about journals, texts, treatises, monographs and publications on the subject and producing publications aimed at promoting and enhancing the profession. S.I.CO.F. (the Italian Society for Philosophical Counselling) stresses that “philosophical counselling has its own specific identity even though, in general terms, it is similar to other types of counselling. It is a supportive relationship in which the expert offers his/her skills, both methodological and cultural, in the specific field of philosophy, without having therapeutic intentions. “Counselling” refers to a form of treatment aimed at people who do not have psychic disorders or personality disorders, which are areas which belong to the field of psychotherapy. Its objective is to provide the opportunity to explore, discover, and clarify frames of thought and action in order to live with greater awareness, making better use of one’s own resources. If a person finds themselves in difficulty, the best way to come to their aid is not to tell them what to do but to help them understand their situation and deal with the problem, taking sole and full responsibility for any eventual decisions” (www.sicof.it). RE.I.CO, the Italian Register of Counsellors, was set up In February 2002. It is an apolitical, non-profit-making voluntary association, with scientific and professional objectives (www.associazionereico.it). It was founded to safeguard the professional skills and competence of counsellors through continuing education and by establishing collaborative and exchange relationships with both Italian and foreign associations; the aim is to encourage the study and promotion of professional counselling through scientific research. Lastly, it is worth noting A.U.R.A.C. (University Association of Supportive Relationships and Counselling), which represents an important point of reference in Italy with regard to the activities carried out in the field of Psychological Counselling Centres for University Students. It does this by implementing the most important aspects of treatment and the fundamental guidelines of counselling, in other words suitable professional training for the counsellors and understanding the resources of the client/patient in order to reinforce adaptive developments. In its statute, A.U.R.A.C. offers a particularly significant definition of counselling, describing it as “a specific professional supportive relationship, established through a distinctive communicative treatment aimed at coping with unease and problems that arise during difficult moments in people’s lives by activating and reorganising the individual’s resources and with the objective of encouraging the person to make decisions and adaptive changes” (A.U.R.A.C., 2001, Fulcheri, 2005). Another recent development is the journal COUNSELING, an Italian newspaper devoted to research and applied research, published by “Editore Erickson”, the first Italian journal to deal with counselling and supportive relationships in various contexts, headed by Annamaria Di Fabio (University of Florence) and Mario Fulcheri (University of Chieti).

COUNSELLING FOR UNIVERSITY STUDENTS

One particular field of application of counselling, which has been gaining considerable importance in Italy in recent years, regards counselling for university students. Going to university is a moment when a person faces important developmental tasks linked to taking on personal responsibility, discovering and focusing on one’s objectives in life in a process of continuous change, in the light of knowledge of oneself and one’s own working mechanisms. Counselling in this context represents an opportunity for the student to ask an expert’s opinion in order to cope with a problem and explore the possibility of change through the relationship with another person.

As an example, a description will be given of the characteristics and activities of C.C.P.S.U. (Centre of Psychological Counselling for University Students) at “Federico II” University,

Naples. The centre where we work is psychodynamically oriented and has been running for about 15 years at the Unit of Clinical Psychology and Applied Psychoanalysis, Department of Neurosciences, “Federico II” University, Naples. The model that was adopted is similar to the one used at the Tavistock Clinic in London and involves a limited and pre-determined number of free interviews; there are usually four interviews, held on a weekly basis, with the possibility of subsequent follow-up treatment. It is important to underline the fact that the professionals who work as counsellors at our centre are exclusively psychoanalysts, psychotherapists, clinical psychologists and postgraduates in clinical psychology who are specifically trained in the field and who have expertise in working with young people in their late teens and young adults.

According to the approach used by psychologists of the C.C.P.S.U., the parameters that define the model of psychodynamic counselling for young people are the following: self-signalling, the alliance with the student's adult parts, the special use of transference and countertransference, and work on anxieties about separation (Salzberger – Wittemberg, 1990; Adamo, 1990; 2005). Moreover, the limit of four interviews highlights the theme of separation anxieties which is typical of late adolescence; this underlines the aspects of temporality, a prevalent feature in young people's lives, and the influence of academic institutions in generating agoraphobic or claustrophobic anxieties related to the temporal dimension of study (Adamo et. al., 2005). At our centre, the psychologist therefore seeks to help the student partly through the use of interpretative comments that link existing transference and countertransference dynamics to what is happening in the ‘here and now’ in the current relationship in order to promote an initial process of self-knowledge (Adamo et. al., 2005).

Over these last fifteen years, we have discovered that, behind the widespread phenomenon of dropping-out among numerous university students, there are often psychological factors at work as well which can interfere with academic performance and which may already be present at the start of university. The student may, for example, feel uncertain about his/her choice of faculty and not be able to cope with their newly found liberty; they may feel isolated, lost, confused within the “anonymous mass” of students and complain about the absence of a more direct and continuous relationship with teachers and colleagues. The postponement of an exam or a degree dissertation, transformed into a sort of *Penelope's web*, should not just be related to lack of commitment or lack of motivation to study; frequently, what is responsible for all this are the emotional aspects that can decisively condition the individual's development. Other collateral factors, such as being far from home, or belonging to different cultures or nationalities, can contribute to making these difficulties in adapting particularly acute or seemingly insurmountable. In such cases, given the organisation of Italian universities and the lack of a place to which they can refer, students may feel lonely and sceptical about finding someone who is prepared to listen to them and help them find a solution.

Our centre has also dealt with requests from foreign students, mainly from countries in eastern Europe and the Mediterranean; this mobility is partly the result of historical and political events such as the enlargement of the European Union and the breaking down of the frontiers of eastern Europe. For Italian students who study outside the place they live, university may mean a desired, though feared, separation, not just from the family but also from friends, their partner and their place of origin; on the other hand, for foreign students, studying at Italian universities represents both a long-awaited and strongly desired new experience, as well as a sharp separation not just from the family and their home country but also from their language and culture.

As a response to the demand from such a complex and varied group of users, we have set up a centre that is designed to meet the needs, and cope with the problems, of all students: the

services provided by the C.C.P.S.U. are free of charge and accessible to all, guaranteeing anonymity and ensuring that the psychologists involved in clinical work are not involved in teaching work.

The psychological space provided by the C.C.P.S.U. may also represent a *secret* space that offers protection and support for the cognitive and emotional skills of the young person. In line with this, the brevity of the treatment provided is intended to show the young person how he/she can begin to reflect on him/herself, contextualising the experience within the specific period of crisis and/or “normal” developmental distress linked to this specific moment in the life cycle. Over the years, we have often discovered that, unfortunately, some students suffer from psychic distress which is much more serious than that related to a developmental crisis as well as the extent to which they may need longer periods of treatment. In these cases, it is possible to have more interviews and, in certain situations, more prolonged treatment.

On the basis of the experience we have acquired, a Second Level Master’s Course in Psychodynamic Counselling for Adolescents and Young Adults was set up in 2007, aimed exclusively at graduates in psychology. The course is designed to offer participants with knowledge of the theoretical principles and methodological and technical tools which, according to our model, are useful for acquiring the specific skills required to undertake counselling with adolescents and young adults.

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Greetings! As President of Division 16 (Dr. Richard Young) and Division 16 Program Chair (Dr. Puncy Heppner), we are writing to invite you to attend and participate in what promises to be a wonderful international conference. The International Association of Applied Psychologists (IAAP) will hold the 27th International Congress of Applied Psychology 11-16 July 2010 in Melbourne Australia. IAAP is the oldest applied psychology organization in the world and in many ways represents *the* international conference for counseling psychologists. This historic conference will be the first time this convention will be held in the Southern Hemisphere. Division 16, Counseling Psychology, of the IAAP will be organizing a wonderful and stimulating program from colleagues all over the world. Division 16 was established in 2002. It participated fully in the 2006 26th International Congress of Applied Psychology in beautiful Athens, Greece, and anticipates more growth and ways to network with colleagues at this conference. **Most importantly, we are especially encouraging members of the counseling profession world-wide to submit both symposium and posters proposals to showcase what the counseling profession is doing around the world.** See the important dates for submission below.

In many ways Australia is clearly a wonderful location for this historic conference. The host city, Melbourne, *“is known as Australia’s most European city. With its cobblestone streets, tramways, and café culture, you can feel what palpable impact the tremendous wave of post- WWII European immigrants had on Melbourne. The historic city center, with its narrow lanes and alleys, feels more like London than Sydney. More Greeks live in Melbourne than anywhere outside of Athens, and sizable Italian and Jewish immigrant communities are present as well making for an ethnically and culturally diverse population. These influences also contribute to the city’s incredible restaurant scene. You’ll find much more delicious, diverse and affordable cuisine here than in Sydney. Melbourne’s shopping can’t be beat anywhere else in Australia, with Chapel Street and Bridge Road boasting outposts of every major Australian designer. Arts and culture are highly prized here and the ultra modern Arts Complex is an aesthete’s delight.”....*



This location provides many added opportunities to visit the Great Barrier reef, which even in the heart of winter has warm waters in the north, and this is perhaps the best time of year to visit *The Red Center which is considered the heart and soul of Australia...where for tens of thousands of years Aboriginal people have occupied this vast desert territory named for its deep red color. The many sacred sites among the Red Centre's mountains, gorges, dry riverbeds also figure prominently into Aboriginal tradition.... Fodor's Australia (2009).* The possibilities are endless once here...and we encourage you to think creatively about lingering longer in this amazing destination. We encourage you to visit <http://www.icap2010.com/> for more information about the conference.

We look forward to seeing many of you in Melbourne!

Sincerely,

Richard Young, Ed.D.
President, Division 16, Counseling Psychology

Puncky Heppner, PhD
Program Chair, Division 16

Important Dates

- Call for Symposia will now open

February 2009

- Call for Symposia Closes

30 June 2009

- Symposia Authors Notified of Acceptance

End of Aug 2009

- Call for Individual Papers & Posters Opens

1 July 2009

- Call for Individual Papers & Posters Closes

1 December 2009

- Paper & Posters authors Notified of Acceptance

End of Feb 2010

- Registrations Open

June 2009

- Early Bird Registration deadline

March 2010

A note from

Donna E. Schultheiss, Ph.D.

U.S. Liaison to Division 16 (Counseling Psychology) of IAAP
Professor
Cleveland State University

Counseling Psychology in the United States

In U.S., The Society of Counseling Psychology, Division 17 of the American Psychological Association, has an active and diverse membership (www.div17.org). Division 17 brings together psychologists, students, and international and professional affiliates who are dedicated to promoting education and training, scientific investigation, practice, and diversity and public interest in professional psychology. The Division currently has 13 sections, including an International Section <http://www.internationalcounselingpsychology.org/> chaired by P. Paul Heppner, Larry Gerstein, and Changming Duan. The section is dedicated to encouraging, promoting, and facilitating a scientist-professional model of counseling psychology in international contexts in the U.S.A. and around the globe.

The current President of the Division, Dr. Janet E. Helms, is actively engaged in her Presidential Project, "Taking Action Against Racism." The goal of Taking Action Against Racism (TAAR) is to use principles of multicultural counseling psychology to translate the science of anti-racism into language and activities that will engage laypeople in recognizing, preventing and fighting against racism and xenophobia. She has created a Special Task Group (STG) to identify unique skill sets and roles that counseling psychologists use or can teach others to use to respond to racial micro-aggressions or racist incidents on college campuses. Other STGs include Taking Action Against Racism in K-12 Schools, and Fun Activities to Tell When Free Speech is Racist Speech.

You may also be interested in knowing that our President-Elect, John Westefeld, is gearing up for a busy presidential year after he takes office in August. He has identified "Suicide Prevention" as his Presidential Project, and has been actively recruiting volunteers to work on a Special Task Group to spearhead his initiatives. Westefeld has suggested that the project will likely involve a combination of community outreach at the 2010 APA meeting to be held in San Diego, California, in addition to posting web-based resources on the Division 17 website, a symposia on Suicide Prevention at the 2010 APA convention.

We are now preparing for the Annual American Psychological Association Convention to be held in Toronto, Canada Aug 6-9, 2009. Division programming will include 5 clusters of poster sessions: 1) Career Counseling and Vocational Psychology, 2) International and Assessment Issues, 3) Counseling Process &

Outcome and Training & Supervision, 4) Diversity and Multicultural Issues, and 5) Individual Differences and Mental Health Adjustment. Symposia topics include: current research on underrepresented groups in STEM fields; empirical studies using social cognitive career theory; racial and ethnic microaggression; cross-cultural and international perspectives in gender roles and women's career development, training issues related to disability, positive psychology, spirituality of LGBTQ, and Latina in higher education; working with an aging population, Vietnamese veterans with PTSD, adolescents in schools and the workforce in post-Katrina New Orleans; supervision practice and research; psychological adaptation in the context of racism, acculturation, and poverty; counseling Chinese; and college and university counseling centers' response to campus racial incidents. For more information about the convention, see the website at <http://www.apa.org/convention09/>.

For current Division news and information, our newsletter is available online at <http://www.div17.org/Newsletter/SCP17-2009-3.pdf>. We invite you to join our very active and growing Division. International Affiliate membership is only \$17 USD. You need not belong to APA and may join as a non-voting member. For a membership form and additional information about membership, please consult the Division Website: http://www.div17.org/about_membership.html.

Donna E. Schultheiss, Ph.D.
U.S. Liaison to Division 16 (Counseling Psychology) of IAAP
Professor
Cleveland State University

NEW!

**International Psychology PhD
Chicago School of Professional Psychology**

In response to the growing mental health needs addressing trauma in countries across the world, the Chicago School of Professional Psychology announces the first PhD in International Psychology.

The program offers a unique degree with two areas of concentration: Organizations and Systems, and Trauma Services. Relevant to professionals not only in psychology, but also those in the fields of healthcare, law, and the clergy, graduates can eventually work with organizations such as the United Nations, UNESCO, NGOs like Doctors without Borders, Aid Agencies, the American Red Cross, service groups like Catholic Charities and multinational corporations. Independent consulting and training are other options for graduates, in addition to university teaching positions.

For more detailed information on the program and for links on how to apply, please visit http://thechicagoschool.edu/content.cfm/detailed_news?NewsID=503142 on the Chicago School's website.Ψ

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Important Dates

Early Deadline for the Submission of Abstracts: **31 March 2011**

Early Abstract Confirmation : **31 July 2011**

Late Deadline for the Submission of Abstracts: **31 October 2011**

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Psychological Counselling in Higher Education – An overview of Portuguese reality

Professor Anabela Maria de Sousa Pereira

*President of RESAPES-AP, Portugal
(Portuguese Counseling Services in Higher Education)*

Context

Over the last decades, there have been numerous changes concerning the structure of higher education, not only regarding the diversity of public that gained access to this level of education, but also at the level of the requirements these institutions were faced with in consequence of the Bologna process.

The promotion of academic success has gained special relevance, as the subject has become the focus of interventions by the Portuguese government, namely regarding the financing of higher education institutions (Law n. ° 6659/99, April 5th 1999), which demands that higher education institutions present strategies to fight academic failure. A few studies focused of the identification of needs and making of diagnoses as well as a few others on the interventions were released (Dias & Fontaine, 1996). The decrease of wellness and academic productivity and the raise of psychological pathologies in this population lead to the need for further intervention, both at the level of transitional process and specific clinical intervention (Pereira et al., 2004; Dias, 2006). Equally pertinent to the understanding of this conjuncture was the development of research on peer counselling/ support systems focused on student personal problems (Pereira & Williams, 2001) and on social support, as factors to take into account in the promotion, integration and success of higher education students.

Considering the national conjuncture, with emphasis on the needs decurrent from political, social and economic context change and also the potential resources provided by research studies by the national scientific community as well as best practice examples by international psychological counselling services – with emphasis on American and European models (Bell, 1996) and research studies conducted within the FEDORA European frameset -, requirements to the implementation and development of psychological counselling services in Portuguese higher education were met.

Implementation and development of psychological counselling services

The story begins in the late 1980's, by the time the need for global development of higher education attending students became publicly noticeable, in national scientific magazines and journals, and in national and international scientific meetings, where it was intended to promote awareness of the academic community to the promotion of counselling services. With participation of FEDORA representatives, some scientific meetings took place in Portugal in 1996 and 1997, contributed to the widespread of the need for psychological counselling services, experience exchange, training, cooperation and multidisciplinary engagement. (Gonçalves, 1997).

Psychological counselling services in Portugal are still somewhat limited, as they face numerous obstacles, such as the lack of economic and institutional support, scarce human resources, the absence of a formal frameset that allows for the existence of government recognized support services for higher education students. The guidelines for psychological support services for higher education students, were set in Parliament Resolution n.º 71/2000, dated November 7th 2000, that addresses the need for intervention regarding risk factors and behaviours in teenage and youth.

The main functions of counselling services have been centralized on the promotion of personal development, risk prevention and intervention regarding clinic issues, both preventively and remediatively. These services address multiple and complex problems, such as personal and developmental ones, related to self, health and wellness, academic problems such as stress and anxiety in the academic context, study skills and time management strategies, interpersonal relations, entrance in the employment market, psychopathologic issues, among many others. According to the array of problems identified in higher education students, as well as to the type of institution and of support structure, psychological counselling is developed under different approaches. Some approaches have been more used: dynamic therapies, behaviour and cognitive-behaviour interventions; social skills training; construction of social support networks and social support.

Psychological Support Services in Higher Education Network: Professional Association (RESAPES_AP)

The existent services include several models and intervention techniques. Their structure varies according to the institution, staff training and personal dynamics. For these factors and the need for cooperation, mutual support and resource optimization, the idea of organizing a network that would include all such services arose. The network started in 2000 under the name RESAPES –AP, Psychological Support Services in Higher Education Network: Professional Association (*Rede dos Serviços de Aconselhamento Psicológico do Ensino Superior- Associação Profissional*) and was officially established through law published on the Official Journal in January 17th 2005. This network aims to promote experience exchange, mutual support, cooperation regarding training and scientific cooperation. Furthermore, it also aims to act as one in the definition of framesets, financing and staff, as well as the construction of a common identity and deontological code.

Currently RESAPES focuses on the strengthening of counselling services in higher education, both through staff training and by taking up efforts to enlarge the network and to characterize the existent services in Portugal.

From the network's characterization efforts it has become clear that services differ in terms of their operation, institutional framing and even in the names they are given, as well as financing and work teams (RESAPES, 2002, 2006). Regarding their institutional framing, counselling services may be attached to university departments, schools or institutes, to psychology departments of higher education institutions, to the main structure of universities (dean's office or academic services) or to their social services. These services are differently named, including designations such as Office, Centre, Service, Clinic, among others and are associated to specific interventions such as psychological support, psycho-pedagogical support, academic and professional integration, psychology

consultation, social action, among others. In terms of their financing, the majority of these services are fully financed by the host institution. Nevertheless, some generate their own financing, through consultation fees, training activities fees or research-related income. Also at the level of team building, variability is noticeable, as services' team numbers vary from one to eleven, mostly psychologists, but including other specialists (social workers, health professionals, among others).

Despite their heterogeneity, their goals include common aspects, such as support to the academic community in the promotion of physical and psychological wellness; the promotion of student personal and social development, the promotion of health in the academic community, with emphasis on student health; the promotion of academic success and of teaching-learning improvement; support in the transition to professional life and the support of institutional services (RESAPES, 2006). Regarding their work with the academic community, these services include preventive, developmental and/or remedial-oriented interventions, individually or in group. Also, consulting and supervision activities are valued and pursued in some of these services.

Challenges and opportunities to psychological counselling in higher education

Despite all efforts and actions taken in the pursuit of implementing and generalizing psychological counselling services in the Portuguese higher education system, the path walked so far has been long and one must recognize that the exponential growth and widespread of such services in Portugal raises a few limitations and challenges to their effective development and establishment.

Among those, we highlight the ones of ethical and deontological nature, considering the different speciality fields present in their operation, which also translate in diagnosis, different intervention strategies, and training or even in research. Regarding diagnosis there is no formal and uniform model applicable to all services, but the most used has been DSM-IV, ICD-10, despite the fact the Association for University and College Counselling defends the application of a classification type more adapted to the main problems identified in the higher education context. In Portugal it is possible to find several studies that focus on the main problems of higher education students although the non-uniformization of diagnostic criteria, data are scattered, rendering the task of producing comparative studies on the national or international level impossible. In ethical and deontological terms, such an uniformization would allow for better approaches and interventions on mentioned problems, as well as better clarification of the conduct and function of professionals engaged in psychological support in higher education (Williams, 2005, Pereira, 2006, 2008).

The challenge of interinstitutional cooperation, particularly through the Professional association, RESAPES still remains limited by the challenges psychological counselling in higher education faces. We must recognize the merit in the effort developed so far, that made it possible to list some of the necessities of these services, in terms of service organization, staff Professional improvement, ongoing training and supervision. Taking into account that interinstitutional cooperation could contribute towards an effective and participated answer to the challenges with which psychological counselling in Portuguese higher education is faced, we consider RESAPES a worthy mean to optimize resources and synergies.

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Counseling Psychology and Positive Psychology: Comparison of theory and practice

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The field of counseling psychology is defined both in its historical and current descriptions as a discipline with a focus on the positive (Lopez et al., 2006).

Attempts to describe the roots of the specialty usually include: (a) the vocational guidance movement and the work of Frank Parsons, (b) the development of the phenomenological, person-centered approach to counseling by Carl Rogers (Malikiosi-Loizos, 1998).

Frank Parsons emphasized the need to connect strengths and healthy functioning with the vocational choice and was the first to ask the question "what is your vision?". Carl Rogers viewed the role of counseling as facilitating the unfolding of positive human tendencies toward enhanced development and self-actualization. In 1956, the committee of APA on the definition of counseling psychology as a specialty stated that its mission is to "support the psychological development of the counselee by helping him to better use his resources".

In the current definition provided on the website of the APA's Counseling Psychology Society Division 17, it is mentioned that "this specialty encompasses a broad range of practices that help people improve their well-being and increase their ability to live more highly functioning lives".

On the other hand, the positive psychology movement, established since about ten years ago, is a rapidly

developing orientation in psychology. According to its founder, Martin Seligman, "positive psychology is the scientific study of optimal human functioning that aims to discover and promote factors that allow individuals and communities to thrive" (Seligman, 2000).

We can clearly see similarities between the definitions of counseling and positive psychology.

What is the relation between applied counseling psychology and applied positive psychology?

In the field of positive psychology there is a growing interest in the so called "positive interventions". Namely, these positive interventions are simple psycho-educational activities tested through controlled experimental studies for their impact on the well-being of participants (Seligman et al., 2005). What are the similarities of these efforts with well established techniques of applied counseling psychology? It seems that a closer look will reveal that positive psychology is not "reinventing the wheel" with these interventions. On the contrary, there is a strong connection of these applications with previous efforts of theoreticians and practitioners in the field of counseling psychology.

For example, there is a well tested exercise in positive psychology that requires you to consider your desired future, imagine that everything has gone the way you hoped for and write down vividly about it. The exercise increases significantly the well-being measurements of the participants by

enhancing optimism and by helping them to achieve a better integration between their priorities and goals (King, 2001).

We can find very similar instructions for the client in one of the most famous techniques of the solution focused approach: the miracle question. The counselor asks the client to imagine how his/her future will become if all of his/her problems were solved:

“Imagine that you go to bed one night and while you are sleeping a miracle happens and all your problems disappear. How would you understand that the miracle occurred? What signs in you would be the proof?”(de Shazer 1988).

The same idea, “to help clients clarify wants and needs and free their imagination from an obsession with the poor past and the misery of the present” applies in the use of the future oriented questions that Egan proposes (1997).

Examples of these questions include: “What would this problem situation look like if you were managing it better?”, “What changes in your present lifestyle would make sense?”, “What patterns of behavior would be in place that are not currently in place?”.

Other positive techniques include savoring and gratitude. Savoring is defined as the “capacity to appreciate the enjoyment of every experience” (Bryant & Veroff, 2007). Gratitude on the other hand is the ability to treasure the blessings in one’s life (Emmons & Mc McCullough, 2004).

Different interventions have emerged from these two positive constructs. Examples include the cultivation of the ability to self- congratulate yourself to increase savoring or the “gratitude letter”- writing a letter to thank someone that you haven’t done properly up to now (Seligman et al,2005). The letter, aims to enhance a

more appreciative stance towards the close people of your life.

In both cases, one could argue that the ABC model of Albert Ellis applies in its positive counterpart. It is as though we are inviting people to cultivate a new set of beliefs that will help them have more positive feelings. In the case of savoring the underlying beliefs are: “I congratulate myself for...” or “I feel proud for...”.

In the case of gratitude the underlying belief seems like “I feel blessed for...”, or “I do not take for granted the people that support me in anyway”.

The similarities between applied positive psychology and applied counseling psychology are definitely a lot more than the afore-mentioned. The two fields are surely interrelated. As a proof of that, positive psychology is a section of APA ‘s Division 17, Society of Counseling Psychology. Its mission statement reads as follows: “Positive psychology involves an attempt to move toward a more positive and appreciative perspective regarding motives, capacities, and human potentials. Counseling psychology continues to be one of the few disciplines that highlight the values of fostering human capacities, satisfaction, and well-being. The aim of this section is to explore how counseling psychology fosters and builds human strengths and well-being and, in pursuing this endeavor, furthers the development of positive psychological science and practice.” How can applied positive psychology profit from the history and the tradition of applied counseling psychology? And also, how could counseling psychology benefit from the development of this new orientation? The case may be that, with the emergence of this new movement, in the effort to remind the public that it has “always focused on the positive”,

counseling psychology has a chance to remind itself of it. As Gerstein posits, it seems that although counseling psychology claims to be grounded in health and in a strength-based model, practitioners somehow forget to refer to the positive and are by training more able to examine and teach people how to manage the negative (Gerstein,2006).

On the other hand, positive psychology is not properly acknowledging its diachronic roots and learning from counseling psychology (Boniwell,2008). Within the history of psychology Carl Rogers, 50 years ago, was asking the same questions as positive psychologists are today. He too questioned the prevalent concept in his day that man is basically irrational and controlled by his impulses. Instead, he proposed, human beings are striving to become all they can become. This was a fundamental concept in person-centered theory, known as the actualizing tendency. Rogers however, was not the only psychologist to develop an approach based on this perspective. Other renowned theorists who have proposed some form of self – actualization include Adler, Young, Maslow and

Rank (Joseph & Linley, 2006). Maybe, positive psychology has a lot more to gain if it takes into consideration all previous “positive” theories and commits itself to test them empirically. Moreover, efforts to combine the positive interventions in a structured group format will probably succeed better if they take into account the principles for the empirically supported interventions in counseling psychology (Chambless,2002). Also, since most of the interventions are psycho-educational activities, positive psychology can profit a lot if, in leading prospective groups, utilizes the “wisdom” of counseling psychology in the use of communication and counseling skills necessary to coordinate a group.

In concluding, we believe that both positive psychology and counseling psychology need and can be self-reflective of their assumptions and applications, integrative of the negative and positive aspects of human experience and open to interaction and development.

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From the editor's desk

At the 29th International Congress of Psychology last July in Berlin, Division 16 held a symposium, organized by its president Richard Young, under the title **“Towards defining counselling psychology in the global context”**. The symposium focused on within-country definitions and descriptions of counselling psychology. The presentation on the counselling psychology situation in Greece concluded that: *“the urgent agenda is to develop accredited graduate programs with systematically organized education, as well as, counselling skills and techniques accredited training programs, so that counselling psychologists may receive specialized training in theoretical, preventive, intervention, assessment and ethical issues in order to be better prepared to face the challenges offered in their country and also to be held accountable for their actions”*

Here are some good news about the development of Counseling Psychology in Greece. As of September 2009 two new graduate programs will start: one at the University of Athens in collaboration with the University of Thrace and one at the University of Thessaly.

The joint postgraduate program offered by the University of Athens and the Democritus University of Thrace is a two-year full-time program leading to a Master of Arts degree in Counseling Psychology (for those who hold a first degree in psychology) or to a Master of Arts Degree in Counseling (for those with a first degree in Education, Health, Social Work, etc.)

The program is organized in four semesters. Each postgraduate student must successfully complete the requirements of ten post-graduate courses taught during the two semesters of the first year. During the two semesters of the second year students must successfully complete their practicum, supervision, personal development hours, and their dissertation.

The postgraduate program offered by the University of Thessaly is also a two-year full-time program leading to a Master of Arts degree in Counseling.

Let's hope that a new era is starting for Counseling Psychology in Greece!

In a fairly recent issue of *The Counseling Psychologist*, Azara L. Santiago-Rivera of University of Wisconsin-Milwaukee makes a very lively and informative presentation of Allen Ivey's work over the years. It can be found in the January 2009, vol. 37 issue, pp. 67-92, under the title: **Allen Ivey – Pioneer in counselling theory and practice, and crusader for multiculturalism and social justice** and I invite you to read it. Apart from reviewing his groundbreaking work, the article is enriched with a personal interview and conversations with Mary Bradford Ivey, colleagues and former students.

I came across Allen's work when I was working on my doctoral thesis, back in the 1970's. Then, in the 1980's, while at the University of Athens, I introduced a seminar on the basic attending skills, following the microcounseling model suggested by Allen. The students were enthusiastic and loved the seminar. So, I decided to translate the *Basic Attending Skills* and the *Basic Influencing Skills* books in Greek. This is how I started my collaboration with Allen. These two books have become very popular in Greece and are used by several colleagues to teach relevant courses in different Greek psychology and education programs.

Then, in the early 1990's, Allen and Mary visited Greece and he was invited to do a seminar on the basic attending skills to our Greek students. Meeting with both of them professionally but also socially, gave me an opportunity to see how warm and friendly they both were. I immediately felt very close and comfortable with them. We developed a close relationship over the years and I feel very fortunate and privileged to be in the list of Allen and Mary's friends.

As president of Division 17 of the APA, back in the 1980's, he created the basis for the advancement of multicultural counselling. He personally believes that his best contribution in the counselling profession is his developmental counselling and therapy approach. But the rest of us know that he has offered much more to the advancement of the counselling psychology profession globally.

Living presently in Florida, he has a courtesy appointment as a professor of counsellor education at the University of South Florida. But this is not all; he continues to write and travel around the globe and, as he wrote to me recently, they will spend

“Summer in New Hampshire, then keynoting the Japanese Assoc. of Clinical Psychologists in the fall, plus another meeting of the Japanese Microcounseling Assoc. Then in the spring, an exciting three-day workshop in Australia where we will cover the essence of our work over a lifetime”.

For me Allen personifies what I have in mind as being the model of a good counselling psychologist: Knowledgeable, creative, sincere, open-minded, warm, optimistic, loving, caring, and dedicated.

Maria Malikiosi-Loizos
Newsletter Editor

International Meetings Calendar

April 1-5, 2009

Society for Research in Child Development Biennial Meeting
Denver, Colorado, USA
URL: www.srcd.org/biennial.html

April 16-19, 2009

39th Annual Conference of the Society of Australasian Social Psychologists (SASP)
Melbourne, Australia
URL: <http://www.capitalit.net.au/sasp>

May 4-7, 2009

2009 International Meeting of the International Psychogeriatric Association
Rio de Janeiro, BRAZIL
URL: <http://www.ipa-online.org/pdfs/rio.pdf>

May 14-16, 2009

International Conference on the use of the Internet in Mental Health
Montreal, CANADA
URL: www.douglas.qc.ca/internet-mental-health

May 21 - 24, 2009

21st Annual Convention, Association for Psychological Science
San Francisco, California, USA
URL: <http://www.psychologicalscience.org/convention/>

May 28-29, 2009

Conference on Social Psychology (C-SPI)
Limerick, IRELAND
URL: www.ul.ie

May 28-30, 2009

International Mind, Brain, and Education Society Conference
Philadelphia, Pennsylvania, USA
URL: www.imbes.org

May 28-31, 2009

1st International Course on Pain Medicine
Granada, SPAIN
URL: www.icpm.net

June 4-6, 2009

39th Annual Meeting of the Jean Piaget Society
Park City, Utah
URL: <http://www.piaget.org>

June 8 - 11, 2009

3rd International Conference on Psychology (Athens Institute for Education and Research)
Athens, Greece
URL: <http://www.atiner.gr/docs/Psychology.htm>

June 9-14, 2009

International Behavioral Neuroscience Society
Manzanillo, MEXICO
URL: www.ibnshomepage.org/annualmtg09.htm

June 11 - 13, 2009

Canadian Psychological Association (CPA) Annual Convention
Montreal, Quebec, CANADA
URL: www.cpa.ca

June 21-25, 2009

11th World Congress of Psycho-Oncology
Vienna, AUSTRIA
URL: www.ipos-society.org

June 24-26, 2009

10th International Congress on Traumatic Stress
Buenos Aires, ARGENTINA
URL: www.psicotrauma.org.ar/marcosi.htm

June 24-27, 2009

40th International Meeting of the Society for Psychotherapy Research
Santiago, CHILE
URL: www.psychotherapyresearch.org

June 28 - July 2, 2009

XXXII Interamerican Congress of Psychology
Guatemala, GUATEMALA
URL: www.sip2009.org

July 4 - 8, 2009

International Council of Psychologists
Mexico City, MEXICO
URL: www.icpweb.org

July 7 - 10, 2009

11th European Congress of Psychology
Oslo, Norway
URL: www.ecp2009.no

July 7-11, 2009

31st International School Psychology Association Conference
Qawra, MALTA
URL: www.muppmalta.org/ispa2009/home.asp

July 9-11, 2009

Southeast Asia Psychology Conference 2009
Sabah, MALAYSIA
URL: www.ums.edu.my/conferences/SEAP2009

July 20-24, 2009

18th International Congress on Personal Construct Psychology
Venice, ITALY
URL: www.icp-italia.it/pcp2009

July 20-24, 2009

74th Annual and 16th International Meeting of the Psychometric Society (IMPS 2009)
Cambridge, UK
URL: www.thepsychometricscentre.com

July 24-26, 2009

Vancouver International Conference on the Teaching of Psychology
Vancouver, CANADA
URL: www.kwantlen.ca/ictp

August 6 - 9, 2009

117th Annual Convention of the American Psychological Association
Toronto, Ontario, CANADA
URL: www.apa.org/convention

August 12-14, 2009

15th South African Psychology Congress
Cape Town, SOUTH AFRICA
URL: www.psyssa.com

August 18 - 22, 2009

XIVth European Conference on Developmental Psychology
Vilnius, LITHUANIA
URL: <http://www.ecdp2009.com>

August 24 – September 3, 2009

International summer School in Affective Science 2009
Chandolin, SWITZERLAND
URL: <http://www.affective-sciences.org/issas>

August 27-30, 2009

The 17th Annual Meeting of the European Society for Philosophy and Psychology
Budapest, HUNGARY
URL: <http://web.ceu.hu/phil/espp09>

September 1-5, 2009

14th International Congress of the International Psychogeriatric Association
Montréal, CANADA

URL: www.ipa-online.org

September 2-5, 2009

19th Conference of the European Association of Psychology and Law (EAPL)
Sorrento, ITALY

URL: www.sara-cesvis.org/index.php?option=com_content&task=section&id=13&Itemid=100

September 2-6, 2009

2009 World Congress of the World Federation for Mental Health
Athens, GREECE

URL: www.wmhc2009.com

September 23-26, 2009

23rd Annual Conference of the European Health Psychology Society
Pisa, ITALY

URL: www.ehpspisa09.unipi.it

September 30-October 4, 2009

44 th Annual Conference of the Australian Psychological Society
Darwin Convention Center, Northern Territory, AUSTRALIA

URL: www.apsconference.com.au

October 8-11, 2009

6th Euro Conference: Information and Communications Technologies (ICT) in Applied Psychology
Timisoara, ROMANIA

URL: www.eupsiro2009.org

October 15-17, 2009

5th Latin American Congress of the Psychology of Health
(*V Congreso Latinoamericano de Psicología de la Salud*)
Caracas , VENEZUELA

URL: [Contact Organizer Here](#)

October 22-24, 2009

6th European Congress on Violence in Clinical Psychiatry
Stockholm, SWEDEN

URL: <http://www.oudconsultancy.nl/stockholm/ecvcp/congressregistra.html>

October 30-November 1, 2009

South-East European Regional Conference of Psychology
Sofia, BULGARIA

URL: <http://rcp2009.wordpress.com>

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Program

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Don't miss the [plenary sessions](#). Learn about positive education with Martin Seligman, PhD. Get up close and personal with Philip Zimbardo, PhD. Learn how dogs think from Stanley Coren, PhD. And much, much more.

New this year is the [Convention within the Convention](#). This special programming coordinated by APA President James H. Bray, PhD, features 96 hours of programming organized into specialized tracks for both scientists and practitioners.

You've heard of speed dating. Now try [speed mentoring](#). This lively session will give graduate students and early-career psychologists a chance to interact with distinguished psychologists.

Looking for a job? Convention attendees can find [job opportunities and career resources](#) inside the [APA Exhibit Hall](#).

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Extended Abstract Submission: 22 April 2009

Notification of decision: 05 May 2009

Full Paper Submission: 04 June 2009

Final author registration date: 04 June 2009

Final paper submission (with changes): 17 July 2009

Keynote Speakers:

Professor Mike C.Jackson, Dean of Hull University Business School, UK.
(Opening Address)

Professor Bob Cavana, Victoria University of Wellington, New Zealand.

Professor Aleco Christakis, CWA, Ltd. - Dialogic Design Consultancy, USA & Greece.

Professor Linda Macaulay, The University of Manchester, UK.

Professor Haridimos Tsoukas, University of Warwick & ALBA, UK & Greece.

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